

Year 8 Curriculum Overview [2022-2023]

Subject – History

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	The Industrial Revolution	<ul style="list-style-type: none"> The end of the Domestic System The growth of towns around factories Factory conditions Children of the Industrial revolution Local study of Ancoats in 19th C 	<ul style="list-style-type: none"> Role of Christians as a force for positive change leading to Booth and Rowntree 	<ul style="list-style-type: none"> Descriptive writing Use of Oliver Twist as a source to show how fiction can help historical understanding 	<ul style="list-style-type: none"> Financial awareness Literacy 	<ul style="list-style-type: none"> How useful is Oliver Twist as a historical source?
HT2	Life in Victorian England	<ul style="list-style-type: none"> Poor housing overcrowding and sanitation Cholera outbreaks Public Health reforms 	<ul style="list-style-type: none"> Link to BD and effects of disease on the population 	<ul style="list-style-type: none"> Use of cartoons as a source and developing the skill of inference 	<ul style="list-style-type: none"> Ethical decision making Planning 	<ul style="list-style-type: none"> Source based assessment including bias and provenance
HT3	The origins of the Slave trade	<ul style="list-style-type: none"> African life before the slave traders arrived Capture of slaves and the middle passage Slave auctions 	<ul style="list-style-type: none"> Link to Christian belief and practice Inference from sources 	<ul style="list-style-type: none"> Extracting key information including inferences from sources Key vocabulary 	<ul style="list-style-type: none"> Economic awareness Risk management 	<ul style="list-style-type: none"> Source based assessment based on model of middle passage
	Life on Plantations	<ul style="list-style-type: none"> Slaves' jobs Why escape was impossible Family life on the plantations 	<ul style="list-style-type: none"> Source skills Comparison of live in Africa to plantation 	<ul style="list-style-type: none"> Key vocabulary Comprehension of sources 	<ul style="list-style-type: none"> Numeracy Ethical decision making 	<ul style="list-style-type: none"> Formal assessment of comparison

	<p>The Abolition of the trans -Atlantic slave trade</p> <p><u>Role of slaves in bringing about their own emancipation- new addition to CO- emphasis on role of Equiano</u></p>	<ul style="list-style-type: none"> • The role of William Wilberforce/ Thomas Clarkson and Equiano • Financial opposition to the abolitionist movement 	<ul style="list-style-type: none"> • Recall Middle passage 	<ul style="list-style-type: none"> • The use of autobiography as a tool for persuasion 	<ul style="list-style-type: none"> • Ethical decision making • leadership 	<ul style="list-style-type: none"> • “Am I not a man and a brother” source-based task
HT4	To describe the Jim Crow laws in the USA	<ul style="list-style-type: none"> • What were the Jim Crow laws? • Why did black citizens have no recourse under the law? • Why were conditions different in the North than in the south of the USA? 	<ul style="list-style-type: none"> • Chronological sequencing • Source analysis • Highlighting judgement in formative assessments 	<ul style="list-style-type: none"> • Developing the skill of bringing together short- and long-term consequences and forming a judgement. 	<ul style="list-style-type: none"> • Critical thinking: -organising • -Positive attitude despite difficulties 	<ul style="list-style-type: none"> • Why did the KKK have a greater impact in American society 1900-1929
	Why is Brown v. Board of education so important?	<ul style="list-style-type: none"> • Why is the year 1954 so important in US history? • The Little Rock Nine • The role of President Eisenhower • Comparison of these events with The Montgomery Bus Boycott 	<ul style="list-style-type: none"> • Recap discrimination in American society and it’s long term causes 	<ul style="list-style-type: none"> • Developed answer on Audience, Author and purpose of a source- Elizabeth Eckford 	<ul style="list-style-type: none"> • Evaluating sources of information • Positive Attitude • Problem solving • Negotiating 	<ul style="list-style-type: none"> • Source based evaluation on Elizabeth Eckford
	Who influenced the American people the most?	<ul style="list-style-type: none"> • Case study of the following people looking at their impact on their community and the USA • Martin Luther King • Malcolm X • Muhammad Ali • Emmett Till • Claudette Colvin 	<ul style="list-style-type: none"> • Link to previous work on why male leaders achieve more status than female leaders also link to independent task set 	<ul style="list-style-type: none"> • Use of primary sources on each person and selection of key vocabulary 	<ul style="list-style-type: none"> • Influencing others • Communication skills 	<ul style="list-style-type: none"> • Assessment will be on why Colvin is least well known of these leaders

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HT5	Why did the First World War begin	<ul style="list-style-type: none"> The British Empire and its influence on the world The growing threat from Germany The M.A.I.N causes of the Great War The trigger at Sarajevo 	<ul style="list-style-type: none"> British colonial expansion and financial growth under the slave trade 	<ul style="list-style-type: none"> Students to be given sentence starters which show explanation and development-E.g.- “This was a more important reason because...” 	<ul style="list-style-type: none"> -negotiating -Problem solving Decision making 	<ul style="list-style-type: none"> Why was Princip’s Shot “heard around the world?”
	Life in the Trenches	<ul style="list-style-type: none"> Conditions in a Front-Line trench Why did so many men contract disease? New weapons of the war Why was an attack launched at The Somme? The first morning and why it failed so badly Why was the Somme ultimately a success for Britain The Blockade Failure of the Ludendorff Offensive The entry of the USA into the war The abdication of the Kaiser 	<ul style="list-style-type: none"> The rivalry between Germany and Britain 	<ul style="list-style-type: none"> Key vocabulary – attrition/No Man’s Land/bombardment Imagery as a technique- “Lions led by donkeys” 	<ul style="list-style-type: none"> Problem solving Planning Leadership 	<ul style="list-style-type: none"> Describe the dangers in a front-line trench Is “Lions led by donkeys a fair summary of the Battle of the Somme” What was the main reason for Germany’s defeat. Comparison of Somme

						with Taylor's quote
HT6	The Home Front	<ul style="list-style-type: none"> • Recruitment and Propaganda • The changing role of women- From "Right to vote to Right to serve" • Local case study of Annie Kenny and the Manchester Suffragettes- "First in the Fight" 	<ul style="list-style-type: none"> • The key issues for female leaders in persuading men; retrieval from Mary & Elizabeth Tudor 	<ul style="list-style-type: none"> • Use of Propaganda- implied meaning in a text 	<ul style="list-style-type: none"> • Ethical decision making • Communication 	<ul style="list-style-type: none"> • Source based assessment including bias and provenance on "women of Britain say Go"